

Facts - Teaching
limited
Facts

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Examples called
for of the
new kinds of
facts:

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In teaching, let us comprehend the difference between facts, that some are fast-frozen in a mold while others, ~~rightly presented~~, are free to grow in the minds of the pupils. The former produce undesirable results, not only because they lead to atrophy of interest but because the accumulation of static facts eventually has definite repercussions in the subconscious and conscious mental life. And these repercussions go far beyond the little difficulties of discipline of which the instructor so often complains while inveighing against parents, previous instructors, newspapers, motion pictures, radio, etc; ^{they} For these repercussions will even culminate in insanity and in criminal misdeeds including legal varieties of crime which though infringing upon the property and rights of others are yet viewed as entirely proper, even worthy of being emulated.

In this, teachers cannot evade their responsibility. Is it not true that they exercise an ever-enlarging importance in determining the ways of society as more and more students attend school? So that if they later come to grief in their individual lives or as components of society, who then can be held accountable? This is said impersonally and without any animus towards instructors. It is intended only as explanation of certain conditions as the writer feels them very deeply.

Not used